

**Lamar University – M.Ed. in Educational Technology Leadership**

**Reflections of ITSE Standards**

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| **Course Number:** | **Course Name:** | **ITSE Standard** |
| **EDLD 5370 ET5398** | **Educational Technology Leadership Internship** | **Standard IV – Assessment and Evaluation** |

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| **Description of the Assignment/Performance**  **Tasks** | **ITSE Standard:**  **Educational Technology facilitators demonstrate an in-depth understanding of technology operations and concepts.** |
| Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.  **Self –Assessment**  1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)  2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)  **Learn as a Learner**  1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)  2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)  **Lifelong Learning Skills**  1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)  **Additional Criteria**  1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)  2. Mechanics (1 Point)  3. APA Format (1 Point)  4.Minimum of 3 References (1 Point) | Self-Assessment: According to Standard IV Assessment and Evaluation TF-IV.A, I was able to provide ongoing assistance with the Rosetta Stone administration needs and student usage. I was able to install and set up the additional enrichment lab with Rosetta Stone to be utilized by the ESL teachers and students to learn the English pronunciation and meaning of words. Rosetta Stone could also be used by the multicultural diversity class focusing on learning the Spanish pronunciation and meaning of words. It also focuses on speech analysis tools, grammar and spelling components and has course templates that can complement classroom teaching objectives. It is a powerful learning tool that easily incorporates into the classroom overall language learning course content and curriculum. Technology leaders “apply technology for the purposes of assessment and evaluation, and in so doing, demonstrate how technology can automate and enhance existing strategies as well as enable new ones. They move the vision for technology supported assessment and evaluation into practice and help others do the same” (Williamson, J. & Redish, R., 2009, p. 88).  Learn as a Learner: We found that it provides the ESL and cultural diversity teacher with a Rosetta Stone Manger capability that is built in as a management tool. This tool can deliver real-time reports to teachers with the detailed reports on student progress and it is very user-friendly for the teacher to use for these administrative capacities. We can use new technologies that give us the “opportunity to respond to the multifaceted individual differences in our student population by providing more varied media, tools, and methods” (Rose, D., & Meyer, A., 2002, p.11). I worked closed with Rosetta Stone tech support to tailor the software to our schools specific needs along with our technology requirements and lab environment. It has really assisted our ESL teachers and cultural diversity teachers with excellent tools for language skill development. Rosetta Stone, as advertised has many topic-based activities that really bring language learning to life for the students. “To be literate today involves acquiring new skills, including those of using technology, understanding science, having global awareness, and most important, having the ability to keep learning, which involves gathering, processing, analyzing, synthesizing, and presenting information as well as communicating and collaborating” (Solomon, G., & Schrum, L. 1). Students utilize Rosetta Stone to improve their language skills and become literate improving their English skills.  Lifelong Learning Skills: Since we have been utilizing Rosetta Stone, the scores on TELPAS testing have improved and the ESL students are having less difficulty with English. I have provided ongoing assistance with Rosetta Stone administration needs and student usage. The students are able to use headsets so they are able to listen, learn, and speak at their own pace. They become so engrossed in learning, they almost forget that they are at school. I feel as though I was able to be a real facilitator for the Rosetta Stone usage. “As always, facilitators have a special charge to assist and guide teachers in using new technologies. In this performance area, they focus on student assessment, data collection, and analysis tools to improve instruction” (Williamson, J. & Redish, R., 2009, p. 89). |

**References**

Rose, D., & Meyer, A. (2002). *Teaching every student in the digital age: Universal Design for learning.* Alexandria, VA: Association for Supervision and Curriculum Development. Chapter 1, 4, & 6. Available online at the Center for Applied Special Technology Web site. Retrieved October 5, 2009, from <http://www.cast.org/teachingeverystudent/ideas/tes/>, p. 11.

Solomon, G., & Schrum, L. (2007). *Web 2.0 New Tools, New Schools*. Eugene,

Oregon: ISTE, p. 3. .

Williamson, J. & Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 88-89.